

CURRICULUM CRATE

A curriculum crate allows for a "teacher to apply a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student" (TQS 3). We start by **dissecting a learning outcome** to examine what students need to know, experience, and demonstrate in their learning journey for that outcome during this timeframe. We then use this to **plan an appropriate lesson(s)**. This crate is an example moment in time that can showcase possibility to educators. Ideally you will customize this lesson to meet the needs of your students and know that learning outcomes are returned to many times throughout the year as we layer on our knowledge, understandings, skills, and procedures of each learner outcome. Thank you to teacher working groups who worked side by side with consultants to create these.



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CREATED BY



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GRADE

1

SUBJECT(S)

PEW

DATE

October Lesson

Dissecting a Learning Outcome for Teacher Understanding

Why dissect a learning outcome? A learning outcome describes what students are required to know, understand, and be able to do by the end of a grade. For teachers, having a clear understanding of the anatomy of an outcome drives instruction and ensures that assessments hit the intended target of the learning outcome.

LEARNING OUTCOME(S)

Please note the nouns and verbs to help focus on concepts and skills as part of the learning outcome

OI: Safety

LO: Students explain how boundaries connect to safety

S&P: Discuss needs and wants that connect to feelings of safety and security.

LEARNING EXPERIENCES & LESSONS

Consider how the verbs within the outcomes provide direction for the instruction. What are the ways students will acquire knowledge and skills? How will they "learn it"? Consider the instructional steps (acquire, build, consolidate) along the way. Think about the thoughtful sequence of learning experiences throughout the timeframe of learning (such as September). Remember [Universal Design for Learning](#): anticipate & plan for a wide range of student needs. ONE of these learning experiences will be planned as a lesson below.

Acquire

"I am being introduced to a new topic or skill."

activate prior knowledge and engage students' attention, motivation, and interest

Build

"I am building upon my understanding of the concept/skill."

expand, delve, practice, apply

Consolidate

"I am getting ready to demonstrate my proficiency with the concept/skill."
make connections, analyze, synthesize, evaluate, extend practice

Acquire

Students are introduced to some of the boundaries that exist in different environments.

- At home
- At school
- In the neighborhood

Build

Students build on their knowledge of what helps them safely travel within their neighborhood.

Students can explain what a concussion is.

Students can identify areas that are unsafe for play i.e. stairs, furniture, slippery surfaces or heights.

Consolidate

Students wear helmets in a variety of circumstances as they understand the importance of protecting their brains.

Students can describe activities that could cause a concussion.

Students can identify ways of preventing a fall.

EVIDENCE OF LEARNING

These are the collection of assessments for the learning outcome(s) during this time frame. Consider how the verbs within the outcomes provide direction for the assessment. What are the ways students will show their learning? How will students demonstrate their newly acquired knowledge and skills? Remember to triangulate evidence, that is, collect evidence from multiple sources of student demonstration

Observations	Conversations	Products
Children adhering to the rules and identifying unsafe areas to travel or play in. Ideas for collecting evidence: Observational checklists, videos, audio recordings, etc.	Multiple locations and activities where play is unsafe and there's a risk of head injury (e.g. playground structures, large hills, steep drops, bikes, skate/snow-boards, sleds, and/or skis). Ideas for collecting evidence: Observational checklists, videos, audio recordings, etc.	Be a <i>Safety Detective</i>, able to make assessments of potentially dangerous spaces or hazards.

MAKING CONNECTIONS WITH COMPETENCIESLiteracy & Numeracy

-Students recognize that literacy is used for many purposes in their everyday lives and provides enjoyment.

-Students begin to understand and use conventions of language (grammatical structure, symbols, notations, punctuation, capitalization, and spelling) to comprehend and communicate texts.

-Students judge and use the space around or between bodies, objects, or shapes in their environment.

Student Competencies

-I ask relevant questions to help me learn.

-I use simple criteria to form opinions or make decisions.

-I synthesize new understandings by comparing and contrasting information.

- I reflect on contexts or experiences that influence my thinking.

-I consider how my thoughts may be similar to or different from those of others.

-Students use basic vocabulary, gestures, objects, symbols, or analogies when communicating ideas in situations involving numeracy (e.g., “round like a wheel”).

Lesson Plan - A Potential Learning Experience

Below you will see a potential learning experience for a learner outcome in the new curriculum. You will be able to use this lesson as a strong pedagogical example as well as have the freedom to customize it based on your student needs. This can be part of a thoughtful sequence of learning experiences for students as part of ongoing teaching and assessment within the learning outcome.

LESSON TITLE

Noggin’ Around

LEARNING GOALS

Learning goals are written in kid-friendly language. What are the learning goals for THIS LESSON a single outcome may be too large for a single intention -- write multiple learning intentions as necessary

“I am learning that boundaries are important to keep me safe”.

“I am learning that activities are more fun when I know that I am safe”.

STUDENT CRITERIA FOR SUCCESS

What will I see or hear students do or say DURING THIS LESSON that tells me they understand? Use the KUSPs to guide you. All KUSPS of the learning outcome must be addressed by the end of the year. Remember the verbs from [Bloom's Taxonomy](#)

“I can protect my brain”

“I can talk to an adult if I get hurt”.

“I can be careful and not hurt myself”

EVIDENCE OF LEARNING

This is the assessment(s) for THIS LESSON. What are the ways students will show their learning? How will students demonstrate their newly acquired knowledge and skills? How will you gather this evidence? Remember to triangulate evidence, that is, collect evidence from multiple sources of student demonstration

Use observational checklists and/or anecdotal notes during activities to determine if students are able to demonstrate movement skills.

Safety detective scavenger hunt where students look around the classroom/school for things that are safe/unsafe.

TO DO BEFORE THE LESSON

☐ [Always Wear a Helmet YouTube](#)

RESOURCES NEEDED

☐ [Elementary School Injury Preventions Toolkit](#)

- ☐ [Concussion and Helmets \(page 8-17\)](#)
- ☐ [Fall Prevention \(page 22-33\)](#)
- ☐ [Observational Checklist](#)
- ☐ [Safety Detective Scavenger Hunt](#)

CONSIDERATION FOR LEARNER NEEDS

- Pre-teach vocabulary
- Support with visuals
- If a student requires adaptations for mobility connect with PE & W consultant/ occupational Pre-teach vocabulary

Need	Universal Support (GOOD for ALL students)	Targeted Support (CHOICE for ALL students)	Essential Support (Good for One)
Reading comprehension	- Introduce key vocab before reading - Offer read aloud as an option - Sticky notes for vocab challenges	- Paired reading for pacing - Noise canceling headphones - Time to re-read for clarity - Drawing option to map out ideas throughout	In addition to other supports, - Give reading in advance - Read with teacher in small group - stop and explain, draw connections, etc.

TEACHER INSTRUCTION / STUDENT EXPERIENCE & PRACTICE

1. Watch the youtube video on wearing a helmet while exploring the greater community.
2. Have a discussion on what the function of helmets are and what they protect.
 - a. Do you have a helmet and when do you use it, also why do you use it?
 - b. What does our brain do and why is it important to our overall health and function?
 - c. Consequences of not wearing a helmet.
3. Use the Elementary School Injury Prevention Tool Kit resource
 - a. Lesson one Concussions and Helmets
 - b. Lesson two Fall Prevention

TEACHER REFLECTION / NEXT STEPS

1. From the lesson students will have completed a [safety detective scavenger hunt](#) within the school. Teachers can expand this learning to outdoor spaces within the community.
2. Expand the scavenger hunt to include hazards that can be addressed to reduce risk of someone being hurt.
3. Draw a self portrait of themselves wearing a helmet or decorate a picture of a helmet.



Lesson Plan 1: Concussion & Helmets



Lesson Plan 2: Fall Prevention*

